

### Year 10 ENGLISH

# TASK SHEET Name:

Teacher: Mr McKenzie

## Assessment Type: Text Analysis

**Text:** *Deadly Unna*

**Context:** The class read the novel as a shared text, undertook a series of formative activities analysing Plot, Setting, Characterisation, Themes and Authorial techniques

**Task description:** You are to **CHOOSE ONE** of the following topics and prepare a 600 – 800 word drafted response.

1. Imagine it is after Dumby’s funeral and Pickles has asked him why he went to a ‘boong funeral’. What might Blacky say? How might he explain his actions and the change in his attitudes?

2. What do you understand by the term ‘prejudice’? Have you ever suffered from it and have you ever been guilty of it? What examples are there in *Deadly Unna*? of prejudice?

3. We hear a lot these days about the need for ‘Aboriginal reconciliation’. Once you know exactly what this term means, write about what you think needs to be done to achieve reconciliation between indigenous and white Australians. You must refer to the novel throughout your piece of writing.

4. How successful is Phillip Gwynne in addressing the wider social issues in *Deadly Unna?*?

5. *Deadly Unna?* represents country life in “black and white” terms. Discuss specifically whether this is an accurate portrayal.

6. The author, Phillip Gwynne, perpetuates stereotypes in his text, *Deadly Unna?* How and why does he do this?.

Draft Deadline: Friday Week 6 (tick box if this deadline was met): 🞏

Due Date: Friday Week 7

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| I certify that this assignment is my own work and that I have not previously submitted it for assessment. My name is on my work, and this task sheet is attached.  **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_** |

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| **Date Received: Teacher’s Signature:** |

**Deadline Policy**

*All assignments must be handed in on time. This is an equity issue.*

* If you are **absent on the day** of the deadline you must **hand it in early**, **send it in** with a sibling or parent, or **email it** to the teacher**¹** and hand in a hard copy the **next school day**.
* To obtain an **extension**, you must **negotiate with your teacher in advance of the due date**. No extensions can be negotiated on the due date.
* Computer breakdown and printer failure are **unacceptable excuses** for work not being handed in. Students can hand in a disk or flash drive, or email work to teachers**¹**. As all work must be drafted, drafts can be submitted if the computer fails at the last minute. It is recommended that files being used for work in progress are stored on a computer hard drive or on the school network
* If there is a **genuine** reason for an emergency extension, a note from your parent/guardian must be brought in on the due day explaining the circumstances.
* An absence of three or more school days requires a medical certificate, which must be presented to the SACE Coordinator by Senior School students (years 10, 11 and 12) or Home Group teacher for Middle School students (years 7, 8 or 9)
* If a task is not handed in on the due date the following will occur in addition to a note in your diary:

Years 7, 8 and 9: 15% deduction when submitted one day late

30% deduction when submitted two days late

A zero will be recorded if more than two days late

Years 10, 11, 12: A zero will be recorded in line with the SACE Board’s *Assessment Declaration* signed by all Senior School students

**¹** All teachers’ email addresses are their first initial, surname, then @stjohns.sa.edu.au. E.g. Joe Bloggs would be [jbloggs@stjohns.sa.edu.au](mailto:jbloggs@stjohns.sa.edu.au)

**Plagiarism Policy**

*Years 7, 8, and 9*

* If you copy another student’s work, a discussion will take place with you and the other student involved determining whether the work was ‘shared’, ‘taken’ or ‘given’. If it was shared – each of you will receive half of the final mark;

if it was given – the plagiarist will receive zero, the student who did the work will receive half marks;

if it was taken – the plagiarist will receive zero.

* If you copy some of your work from another source, any copied work will be disregarded and only the uncopied work will be marked.
* If you copy an entire piece of work you will receive zero.

*Years 10, 11, and 12*

* Any form of plagiarism will result in a score of zero.

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| *Year 10 Australian Curriculum achievement standard: English* | |
| **Receptive modes (listening, reading and viewing)**  By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.  They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.  **Productive modes (speaking, writing and creating)**  Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.  Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. | **Performance Standards**   * Knowledge and Understanding * Analysis * Application * Communication |
| Students should refer to the rubric below to identify the performance standards that they need to demonstrate to reach their highest possible level of achievement in this task. | |

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|  | **Knowledge and Understanding** | | **Analysis** | **Application** | **Communication** |
| **A**  15  14  13 | Discerning evaluation of relevant ideas and information from a variety of texts to develop appropriate and justified interpretations  Discerning comparison, evaluation and synthesis of different ideas and information from a variety of texts to achieve different purposes | | Comprehensive explanation of how a variety of text structures are used to achieve different purposes and effects  Comprehensive analysis of how a variety of language features achieve different purposes | Discerning selection, organisation and synthesis of a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives  Discerning use of a variety of text structures to achieve different purposes and effects | Discerning use of a range of grammatical structures and vocabulary to achieve different purposes and effects  Discerning use of a variety of text and language features to achieve different purposes and effects:   * written; spoken/signed; non-verbal; &/or visual features **\*** |
| **B**  12  11  10 | Effective evaluation of relevant ideas and information from a variety of texts to develop appropriate and justified interpretations  Effective comparison, evaluation and synthesis of different ideas and information from a variety of texts to achieve different purposes | | Effective explanation of how a variety of text structures are used to achieve different purposes and effects  Effective analysis of how a variety of language features achieve different purposes | Effective selection, organisation and synthesis of a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives  Effective use of a variety of text structures to achieve different purposes and effects | Effective use of a range of grammatical structures and vocabulary to achieve different purposes and effects  Effective use of a variety of text and language features to achieve different purposes and effects:   * written; spoken/signed; non-verbal; &/or visual features **\*** |
| **C**  9  8  7 | Evaluation of relevant ideas and information from a variety of texts to develop appropriate and justified interpretations  Comparison, evaluation and synthesis of different ideas and information from a variety of texts to achieve different purposes | | Explanation of how a variety of text structures are used to achieve different purposes and effects  Analysis of how a variety of language features achieve different purposes | Selection, organisation and synthesis of a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives  Use of a variety of text structures to achieve different purposes and effects | Use of a range of grammatical structures and vocabulary to achieve different purposes and effects  Use of a variety of text and language features to achieve different purposes and effects:   * written; spoken/signed; non-verbal; &/or visual features **\*** |
| **D**  6  5  4 | Explanation of ideas and information from texts to form interpretations  Comparison and explanation of ideas and information from texts to achieve different purposes | | Explanation of how text structures are used to achieve different purposes  Analysis of how language features achieve different purposes | Selection and combination of ideas and information to support viewpoints and attitudes  Use of text structures to achieve different purposes | Use of grammatical structures and vocabulary to achieve different purposes  Use of text and language features that vary in suitability:   * written; spoken/signed; non-verbal; &/or visual features **\*** |
| **E**  3  2  1 | Identification of ideas and information from texts  Statement of ideas and information from texts | | Description of aspects of text structures  Identification of language features | Use of ideas and information to state an opinion  Use of aspects of text structures | Use of a narrow range of grammatical structures and vocabulary  Use of text and language features that impede meaning:   * written; spoken/signed; non-verbal; &/or visual features **\*** |
| **\*** Examples of text and language features affecting **Communication** may be: punctuation and spelling (written features); pronunciation; pace, phrasing and pausing; audibility and clarity (spoken/signed features); facial expressions, gestures, proximity, stance, movement (non-verbal features); graphics, still and moving images (visual features) | | | | | |
| Teacher’s comments: | |  | | | |